



Picture News In the Early Years

Speaking and Listening

EYFS Framework: Children are confident to speak in a familiar group and will talk about their ideas. They will say why they like some activities more than others.

Look at the Picture News poster: What can you see? Discuss that this machine is called a vending machine.

Think about: Have you seen one of these machines before? Where? What do they do? How do they work?

Tell the children that it has been in the news that a mum, who has 4 children, has bought a second-hand vending machine to help stop her children arguing over all the sweets and snacks. If the children want a snack, they pay for it themselves and they can earn money by doing jobs around the house.

Think about: Do you like eating lots of snacks at home? What do you like? Do you ever go and get a snack to find they are all gone? How does it make you feel if someone else in your family has eaten something that you wanted?

Question: What jobs could you do at home?

To get their snacks from the vending machine, the children will need to do some jobs at home.

Think about: Would you like to help at home by doing some jobs? What jobs do you think you could do? How do you think your mum or dad would feel if you did some jobs for them?

Look at some of the different jobs children could help with at home on the **EY resource**.

Think about: Which of these jobs would you like to do? Are there any you really wouldn't like to do? Why not? If you got paid for one of these jobs, how much do you think you would get?

Useful Videos

Kids Books Read Aloud - Cami Kangaroo Has Too Many Sweets! by Stacy Bauer

<https://www.youtube.com/watch?v=1E6u-EByhJQ>

Role Play: Can you make your own snack shop?

EYFS Framework: Uses language to recreate roles and experiences in play situations.

Think about: What snacks would you like to have in your shop? How could you display them so everyone can see what you have? How much will you sell each snack for? Do you think some items will be more expensive than others? Why? How will everyone know how much your snacks are?

Resources: Snack wrappers, paper, pens, coins

Writing: Can you write a recipe for your own sweet treat?

EYFS Framework: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Think about: If you could make your own snack and mix all your favourite treats together, what would you put in it? Could you write a recipe for your snack so that other people can make it? What will you call your snack? Can you write a list of the ingredients? Can you write some instructions of how to make your snack? Can you think of some bossy words you could use to tell people what to do e.g. mix, chop, sprinkle etc? Do you think this snack is healthy? Why/why not? How often do you think we should eat sweet treats?

Resources: Writing proforma (see EY Additional Resource 1), pencils, letter/sound mats

Maths: Can you share sweets fairly?

EYFS Framework: Children solve problems including halving and sharing.

Recap on this week's news story. Remember the mum bought the vending machine because the children were not able to share the sweets.

Think about: How do we share? If I have 6 teddies, how would I share them between you and me? (Model sharing by moving one item at a time and saying "one for you, one for me" until there are no teddies left). How can we check that we have shared them fairly? Do we both have the same amount of teddies or do we have a different number? Discuss that when we share a group of objects equally between 2 people, we both have half each. If one person has more than the other, the objects have not been shared equally. Practise sharing between 2 using different objects (remember to always have an even number of objects to start with). Look at the EY Additional Resource 2.

Think about: Can you solve all the different problems involving sharing? Can you use objects to help you? How many objects do you need to start with? Can you check that you have shared them fairly?

Resources: Sharing problems (See EY Additional Resource 2), objects such as counters, pencil

Baking: Can you make your own tasty snack? (Could they use their own recipe?)

EYFS Framework: Uses simple tools to effect changes to materials. They manage their own basic hygiene.

Think about: What do we need to do before we start baking? How do we make sure we don't spread any germs when we bake? What equipment do we need? What do we need to do first? How will we get all our ingredients to stick together? What could we do to the chocolate? How could we melt the chocolate? (Discuss how a grown-up must melt the chocolate because it involves using hot water!).

Resources: Chocolate, other sweet treats, mixing bowl, wooden spoon, aprons, bun cases, pan, hob